

**Vocab List**

Me llamo....

My name is....

Se llama \_\_\_\_

Her/His name is \_\_\_\_

¿Cómo te llamas?

What is your name?

¿Cómo se llama?

What is her/his name?

Mucho gusto

Pleasure (meeting you)

Encantado/a

Charmed/ equally

Igualmente

¿De dónde eres?

Where are you from?

Soy peruano/es peruano, porque soy/es de Perú.

I am Peruvian/ She/he is Peruvian, because I am/he/she is from Perú

Soy cubano/es cubano, porque soy/es de Cuba

I am Cuban/she/he is Cuban, because I am/she/he is from Cuba

Me gusta...

I like...

Le gusta...

He/she likes...

Practicar deportes

To practice sports

dibujar

To draw

pintar

To paint

tocar un instrumento

To play an instrument

## Practice with the New Vocabulary

Activity 1: Complete the conversation between a new person and you (tú) using your new spanish vocabulary!

Persona: Hola, ¿Cómo \_\_\_\_\_ llamas?

Tú: Hola, me llamo \_\_\_\_\_. ¿Cómo \_\_\_\_\_ llamas?

Persona: Me llamo Pedro. Mucho \_\_\_\_\_

Tú: \_\_\_\_\_

Persona: ¿De \_\_\_\_\_ eres?

Tú: Soy \_\_\_\_\_ porque \_\_\_\_\_ de \_\_\_\_\_.

Activity 2: Now, complete the sentences with activities you like and do not like to do! Draw a picture under the sentence of the activity.

1. Me gusta \_\_\_\_\_.

2. No me gusta \_\_\_\_\_.

3. Me gusta \_\_\_\_\_.

## What's Your Favorite Food?

### ¿Cuál es tu comida favorita?

Part 1 Directions: Fill in the blanks with foods that you like (in English first, then in Spanish). The phrase “me gusta” means “I like” in Spanish. Use the following resources to look up the Spanish word for each food.

[www.spanishdict.com](http://www.spanishdict.com)

[www.linguasorb.com/spanish/food-word-list](http://www.linguasorb.com/spanish/food-word-list)

- |                           |                             |
|---------------------------|-----------------------------|
| 1. I like <u>apples</u> . | Me gustan <u>manzanas</u> . |
| 2. I like _____.          | Me gusta _____.             |
| 3. I like _____.          | Me gusta _____.             |
| 4. I like _____.          | Me gusta _____.             |
| 5. I like _____.          | Me gusta _____.             |

Part 2 Directions: Now that we know some of our favorite foods, we are going to learn how to make one! Choose one of your favorite foods and think about the ingredients you would need to make it. Make a shopping list by writing down the ingredients in English and then in Spanish. You must have at least 4 ingredients.

What are you making? \_\_\_\_\_

English

Spanish

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

EXTRA \_\_\_\_\_

CREDIT \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part 3 Directions: Make flashcards for at least 25 of the words using the following quizlet link and study!

<https://quizlet.com/105681362/spanish-foods-flash-cards/>

## Project Rubric

## Part 1: "Me gusta" expressions

## Points Possible

Examples of Foods in English

0      1      2      3      4

Translations of Foods to Spanish

0      1      2      3      4

-Must be Correct to Earn Points

## Part 2: Grocery List

What are you making?

0      2

-Must be a recipe, not just a food like 'broccoli'

Ingredients in English

0      1      2      3      4

EXTRA CREDIT

 $\frac{1}{2}$        $\frac{1}{2}$ 

Ingredients in Spanish

0      1      2      3      4

EXTRA CREDIT

 $\frac{1}{2}$        $\frac{1}{2}$ 

## Part 3: Quizlet Vocabulary

Vocabulary Cards

\_\_\_\_\_/25

Correct in English and Spanish

Total \_\_\_\_\_ / 43

## Project Rubric and Teacher Guidelines

**Part 1: Practicing with “Me gusta” Expressions**

- Learning Targets:
  - Students should learn the meaning of “me gusta”.
  - Students should find 4 examples of food that they like.
  - Students should use technological skills and resources provided to translate these foods from English to Spanish.
- Points Given:
  - 1 point for each English food (total 4)
  - 1 point for each correctly translated Spanish food (total 4)

**Part 2: Creating a Grocery List**

- Learning Targets:
  - Students should list a food they are making (a recipe, not just a food like “broccoli”)
  - Students should use resources provided to research and discover new vocabulary.
  - Students should correctly identify at least 4 ingredients in their recipe.
  - Students should use technological skills and resources provided to translate these foods from English to Spanish.
- Points Given:
  - 2 points for identifying a recipe (total 2)
  - 1 point for each English food (total 4)
  - 1 point for each correctly translated Spanish food (total 4)

## Extra Credit

½ point given for each additional English food past 4 (possible 1.5)

½ point given for each additional correctly translated Spanish food (possible 1.5)

_____	Points
_____	Extra Credit
_____	Total Points (out of 18, possible 21 with extra credit)

**Overall Learning/Teaching Goals:**

**Our goal is to teach your students basic Spanish in order to help them develop culturally and socially. We believe sharing language is important, and hopefully this project will give your students a glimpse into Spanish. At the end of this year, we would love for these students to truly develop an interest in Spanish and continue these studies in the future.**

**If you have any questions or suggestions for us, please do not hesitate to contact us through our teacher, Sra. Castro at [ana.castro@jefferson.kyschools.us](mailto:ana.castro@jefferson.kyschools.us)**

SCRIPT

Morgan, Stacy, Laree, Bailey, Diya

SCENE 1

Diya: Hola clase! (wave)

Morgan: Hola (wave)

Stacy: Hola (wave)

Laree: Hola (wave)

Bailey: Hola (wave)

Stacy: Me llamo Stacy (@ Morgan)

Morgan: Me llamo Morgan

Stacy: Mucho gusto.

Morgan: Igualmente.

Laree: Como te llamas? (@ Bailey)

Bailey: Me llamo Bailey. Como te llamas?

Laree: Me llamo Laree!

Bailey: Como se llama? (@ Laree)

Laree: Se llama Diya!

Diya: Si, me llamo Diya.

Everyone: Ahh! Mucho gusto. (smile and shake hands with each other)

SCENE 2

Bailey: De donde eres? (@ Morgan and Diya)

Morgan: Soy de los estados unidos.

Diya: Y soy de India.

Bailey: Ahh!

SCENE 3

Stacy: Me gusta queso.

Laree: Le gusta queso. (points at Stacy)

Stacy: Me gusta dibujar. (act out drawing)

Laree: Le gusta dibujar. (points at Stacy)

Morgan: Me gusta practicar deportes. (act out playing a sport)

Diya: Le gusta practicar deportes. (points at Morgan)

Bailey: No me gusta pintar. (act out painting)

Morgan: No le gusta pintar. (points at Bailey)

Diya: Me gusta tocar un instrumento. (act out playing an instrument)

Bailey: Le gusta tocar un instrumento. (points at Diya)

## Plan de Estudios

1. Introducion de los presentadores (nos)
2. Damos el vocabulario a los estudiantes
3. Presentamos escena de uno
4. Practicamos escena de uno con los estudiantes
5. Presentamos escena de dos
6. Practicamos escena de dos con los estudiantes
7. Presentamos escena de tres
8. Practicamos escena de tres con los estudiantes
9. Presentamos escena de cuatro
10. Practicamos escena de cuatro con los estudiantes
11. Introducemos y explicamos el juego
12. Jugamos el juego con los estudiantes
13. Introducemos y explicamos el hoja de cálculo
14. Los estudiantes hacen el hoja de cálculo
15. Introducemos y explicamos el proyecto

## Las Actividades (The Activities)

### Actividad 1: El Vocabulario Nuevo (The New Vocabulary)

In the first activity, we will introduce you to the words and show you how to pronounce the new vocabulary by having a conversation with each other using the vocabulary. There will be three different scenes, each having its own grouping of related words. We will show giant flash cards that have the spanish word we are using on one side, and the english translation on the other side. Make sure to listen for pronunciation.

### Actividad 2: Una Conversation (A Conversation)

In the second activity, after each scene mentioned above, you will practice the specific word groupings with a partner by having a conversation of your own. We will come to each paired group to help facilitate the mini conversations. Here is a template to follow:

Partner 1: ¿Cómo te llamas?

Partner 2: Me llamo \_\_\_\_\_. ¿Cómo te llamas?

Partner 1: Me llamo \_\_\_\_\_!

Partner 2: Mucho gusto.

Partner 1: Igualmente.

Partner 1: ¿De dónde eres?

Partner 2: Soy de \_\_\_\_\_.

Partner 1: Y soy de \_\_\_\_\_.

Partner 1: ¿Qué te gusta?

Partner 2: Me gusta \_\_\_\_\_. ¿Qué no te gusta?

Partner 1: No me gusta \_\_\_\_\_.

### Actividad 3: Charades/ Simon Says

In the third activity, we will act out a motion and you all will guess the spanish vocabulary word for the action we are doing. Then, we will say a vocabulary word and you all will perform the action.

### Actividad 4: Un Hoja de Trabajo (A Worksheet-if time)

In the fourth activity, we will pass out a worksheet for you all to complete if there is time. If there is not enough time, you can finish the worksheet on your own time.